

Research on the Mechanism Construction of "School-enterprise Deep Integration and Collaborative Education" for Tourism Majors in Higher Vocational Colleges

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Abstract: This paper conducts a detailed analysis of the current status of school-enterprise cooperation in higher vocational education, revealing problems existing in traditional school-enterprise cooperation models, such as low levels of enterprise participation and disconnect between teaching content and industry needs. Based on this, the paper explores a new model of deep integration and collaborative education between schools and enterprises, proposing strategies such as integrating enterprise production and operation processes into daily teaching, carrying out comprehensive practical projects, and implementing refined job assessments. Research conclusions show that the construction of a deep integration and collaborative education mechanism between schools and enterprises is key to promoting the in-depth development and innovation of industry-education integration, and is of significant importance for improving the quality of talent cultivation and meeting the needs of industry development.

Keywords: Higher Vocational Colleges; Tourism Majors; School-enterprise Integration; Industry-education Integration; School-enterprise Collaborative Education Mechanism.

1. Introduction

In recent years, the country has continuously increased its emphasis on vocational education, introducing a series of forward-looking and guiding policy documents, providing solid institutional guarantees and policy guidance for the development of industry-education integration in vocational education. In these policy documents, the country not only emphasizes the importance of integrating industry and education but also specifies the concrete implementation paths and measures. On one hand, through legal means, the country has incorporated industry-education integration into the newly revised "Vocational Education Law of the People's Republic of China", regulating the implementation of industry-education integration from a legal perspective, and encouraging vocational schools to actively establish professional industries based on their offered majors, achieving a close combination of industry and teaching. On the other hand, the National Development and Reform Commission, the Ministry of Education, and other ministries have jointly issued several implementation plans and notices, such as the "Implementation Plan for Empowering and Enhancing Industry-Education Integration in Vocational Education (2023-2025)", aiming to deepen industry-education integration and promote high-quality development of vocational education through pilot demonstrations, policy incentives, and financial support, among other methods. These policy documents not only call for strengthening school-enterprise cooperation, jointly building and managing industry colleges and enterprise colleges, but also encourage vocational schools to collaborate with enterprises and research institutes to carry out collaborative innovation, jointly build innovation platforms, and serve the technological upgrading and product research and

development of local small and medium-sized enterprises. At the same time, the country has also increased its investment in industry-education integration projects in vocational education, providing strong financial support for industry-education integration projects through various financial channels such as central budgetary investments, special local government bonds, and medium-long-term loans.

However, despite the high attention and support of the state to the integration of industry and education in vocational education, there are still some problems in the actual operation process. For example, the problems of centralized and single time and content, fixed and challenging positions, non-involvement of enterprises in daily teaching process, unclear assessment indicators for internship, non-involvement of teachers in internship teaching, and the emphasis of enterprises on "production" rather than "education" in the traditional school-enterprise cooperation model. These problems cause students to be unable to fully integrate into the enterprise production and operation process, their career development vision is limited, the teaching content is out of line with the actual needs of the industry, the quality of internship is difficult to evaluate, students lack effective guidance and support during internship, and the participation of enterprises in talent training is insufficient.

This study aims to delve into the construction and practice of a deep integration mechanism for school-enterprise collaborative education, especially from the perspective of industry-education integration, proposing specific implementation strategies and paths. Specifically, this paper will explore effective ways to integrate enterprise production and operation processes into daily teaching, research the implementation strategies of comprehensive practical projects, analyze the feasibility and implementation methods of advancing enterprise production and operation integration into classrooms, investigate detailed assessment measures for

enterprise practice positions, discuss the implementation effects and improvement strategies of teachers stationed in enterprises to guide practical teaching, and analyze policy guidance and financial support mechanisms for encouraging enterprises to take on educational responsibilities. Through in-depth research, the aim is to propose a set of operational and practical mechanisms for deep integration of school-enterprise collaborative education, to provide theoretical support and practical guidance for talent cultivation in the new era, and to promote the in-depth development and innovation of industry-education integration.

2. Literature review

2.1. University-Enterprise Collaborative Education Model

In recent years, numerous studies have focused on exploring the issues and strategies of school-enterprise cooperation in higher vocational colleges.

The collaborative education model between universities and enterprises is an important form of modern vocational education. It aims at meeting the needs of enterprises and is oriented towards student employment. Through innovations in teaching methods and reforms in enrollment and employment, it effectively bridges the gap between school education and enterprise demands. In recent years, with the advancement of educational reforms, this model has received widespread attention and recognition, becoming a significant means to cultivate innovative talents and promote high-quality education development. The School of Finance and Economics at Wuhan Urban Vocational College has explored a new path of university-enterprise collaboration in education that targets enterprise needs and is oriented towards student employment, forming a collaborative education model that aligns with the unique characteristics of the college[1]. Wang Xin et al. (2024) believe that the involvement of enterprises can effectively compensate for the shortcomings of university teaching, improve the talent education mechanism, promote the talent development process, and work together with universities to create a new landscape of education development and talent cultivation[2]. Changjiang Normal University's Bioengineering and Modern Agricultural Specialty Discipline Group has established a "five common + five integration" model for university-enterprise joint training, achieving the cultivation of high-quality applied agricultural and forestry talents[3]. Pan Yirun (2024) proposes creating an "university-factory embedded, three-in-one, four-direction collaborative" industry-education integration model. This involves establishing shared university-enterprise goals, innovating talent training methods, developing on-campus and off-campus training bases, cultivating diverse teaching teams, and carrying out various social services. This continuously promotes deep integration of industry and education, collaboratively training high-quality technical and skilled talents who are well-rounded in morality, intelligence, physical fitness, aesthetics, and labor, serving local economic and social development and industrial transformation and upgrading[4]. Fu Yanhua et al. (2024) analyzed the role of university-enterprise collaborative education in achieving precise talent cultivation in universities, enhancing high-quality applied talents, and promoting local economic development. They also pointed out existing issues and the need for innovative paths[5].

2.2. Integration of Industry and Education in Tourism Management Majors of Higher Education Institutions

The deep integration of industry and education refers to the in-depth cooperation between the industrial and educational sectors in areas such as talent cultivation, scientific research innovation, and resource sharing [2]. This model aims to achieve the alignment of educational content with industrial needs through school-enterprise collaboration, improving the quality of education and the level of talent cultivation. In recent years, there has been an increasing number of studies on the path of school-enterprise collaborative education based on the deep integration of industry and education. These studies mainly explore from various aspects such as teaching planning system, teaching practice mode, and teacher support mechanism [6].

The integration of industry and education in tourism management is an educational model that emphasizes the combination of theoretical knowledge and practical operations to meet the actual needs of the tourism industry. This model addresses issues such as the optimal allocation of educational resources, the weakness of vocational education in professional education, overcapacity in the tourism industry, and the improvement of the quality of tourism education through school-enterprise cooperation and collaborative education[7]. In recent years, with the rapid development of the tourism industry and the need for university transformation, the model of integrating industry and education and collaborative education has increasingly become the focus and direction of development in the construction of tourism management majors. Mao Jinfeng and Zheng Yuanyuan (2018) proposed that supply-side structural reforms in the economic field will inevitably lead to corresponding reforms in the field of higher education. For the tourism management major, it is necessary to take this opportunity to implement collaborative education through deep school-enterprise cooperation to address the four major issues of optimizing the combination of educational resources, weakness in vocational education, overcapacity in the tourism industry, and improving the quality of tourism education[8]. Zhao Aihua (2019) further analyzed the main problems existing in the integration of industry and education in tourism management, taking the example of the tourism management major at Liaodong University to discuss its model, implementation, and effects of the integration of industry and education, aiming to promote the sustainable development of the tourism management major and achieve the goal of training applied talents[9]. Yang Hui and Ren Xinyu (2020) proposed suggestions for deepening the integration of industry and education in response to the escalating contradiction between the supply and demand of talent training, emphasizing that this is beneficial for promoting the development of the new normal economy[10]. They also conducted a study on the current status of the integration of industry and education in tourism management majors at applied undergraduate colleges, analyzed the issues in the training of talents in tourism management majors, and explored strategies for constructing the operational mechanism of the integration of industry and education in tourism management.

3. Analysis of the Current Status and Existing Problems in the Cooperation between Higher Vocational Education and Enterprises

As important bases for cultivating high-quality skilled talents, higher vocational colleges play a crucial role in enhancing students' practical abilities, promoting employment, and driving industry development through their school-enterprise cooperation models. However, traditional school-enterprise cooperation models have exposed a series of issues in practice, which not only limit students' career development but also affect the selection and training of talents by enterprises.

3.1. Implementing the Simple Centralized Half-year Internship School-Enterprise Cooperation

Under the traditional school-enterprise cooperation model, internships are often simply arranged within the half-year period near students' graduation. Although this "concentrated" internship method may seem to allow students to become familiar with the actual work environment in a short time, it actually has many problems. Firstly, this type of internship lacks systematic structure, making it difficult for students to comprehensively understand and master the core knowledge and skills of the tourism industry within a short period. Secondly, due to the short duration of the internship, companies are often reluctant to provide interns with too many substantive work tasks, resulting in students only being able to engage in simple, repetitive work during the internship, making it hard to achieve real professional growth. The concentrated internship approach not only limits the career development of students but also affects the company's investment and training of interns. Moreover, because the internship time is too concentrated, students may face significant academic and work pressure during the internship, finding it challenging to balance the relationship between academics and the internship.

3.2. Assigning Intern Students to Fixed Frontline Service Positions

In the traditional school-enterprise cooperation model, interns are often placed in frontline service positions, such as hotel receptionists, restaurant waiters, and so on. Although these positions can expose students to the grassroots work of the tourism industry, long-term internships in frontline service positions can limit their perspective and career development. On one hand, the work content of frontline service positions is relatively singular, making it difficult for students to gain a comprehensive understanding of the operation modes and business processes of the tourism industry; on the other hand, long-term engagement in frontline service work may lead to professional burnout among students, affecting their love and dedication to the tourism industry. The fixed arrangement of internships in frontline service positions not only limits the career development of students but also affects the selection and training of talents by enterprises. Moreover, this type of internship might give students a one-sided perception that the tourism industry is all about serving, which could impact their future career planning and development.

3.3. Enterprises Do Not Participate in the Daily Teaching Process

In the traditional model of school-enterprise cooperation, enterprises often do not participate in the daily teaching process at schools, leading to a disconnect between the curriculum and the actual needs of the industry. On one hand, the content taught at schools tends to focus on theoretical knowledge and basic skills cultivation, lacking close ties with the practical requirements of the tourism industry. On the other hand, because enterprises do not involve themselves in the teaching process, schools struggle to keep up with the latest trends and developments in the industry, resulting in outdated curricula that do not meet the evolving needs of the field. The lack of enterprise involvement in daily teaching not only affects the practicality and specificity of the content but also reduces students' awareness and understanding of industry developments. Furthermore, this disconnect can make it more difficult for students to adjust to the needs of the industry after graduation, increasing their employment challenges.

3.4. Implementing Centralized Internship Without Specific Refinement Assessment Indicators

In the traditional school-enterprise cooperation model, internships often lack specific and detailed assessment indicators, making it difficult to evaluate the quality of internships. On one hand, the evaluation criteria for interns differ between schools and enterprises, making it challenging to establish a unified assessment system. On the other hand, due to the absence of specific assessment tasks and objectives during the internship period, students often lack the motivation and enthusiasm to learn. The internship approach without specific detailed assessment indicators not only makes it hard to assess the quality and effectiveness of students' internships but also affects the selection and training of interns by enterprises. Moreover, this kind of internship practice that lacks assessment might lead students to adopt a "coasting" mentality, affecting their future career development.

3.5. Teachers Not Participating in Internship Teaching

In the traditional school-enterprise cooperation model, teachers often do not participate in the internship teaching process, resulting in a lack of effective guidance and support for students during their internships. On the one hand, due to the absence of teachers in internship teaching, it is difficult for students to integrate the theoretical knowledge learned in the classroom with practical work; on the other hand, due to the lack of guidance and supervision from teachers, students often end up doing only simple, repetitive work, making it hard to achieve real professional growth. The non-involvement of teachers in internship teaching not only affects the quality and effectiveness of student internships but also reduces their understanding and enthusiasm for the tourism industry. Furthermore, this kind of unguided internship approach may also lead students to get trapped in ineffective simple repetitive labor, wasting their valuable internship time and opportunities.

3.6. Enterprises Emphasize "Production" over "Education"

In the traditional school-enterprise cooperation model, enterprises often pay more attention to their own production efficiency and economic benefits, neglecting the education and training of students. On one hand, enterprises often treat interns as cheap labor, assigning them to perform simple, repetitive tasks; on the other hand, due to the lack of awareness of educating and training students, students often find it difficult to gain truly useful knowledge and skills during their internships. The phenomenon where enterprises prioritize "production" over "education" not only affects the quality and effectiveness of students' internships but also reduces their sense of identity and belonging to the enterprise. Moreover, this type of internship, devoid of educational and training awareness, might lead students to feel "exploited," affecting their future career planning and development.

The existing problems in the cooperation between higher vocational education institutions and enterprises not only

affect the growth and development of students, but also limit the innovation and progress of enterprises. On the one hand, it reduces the quality and efficiency of talent cultivation, while also affecting the selection and training of talents by enterprises, hindering the sustainable development of the tourism industry.

4. Pattern Analysis

The traditional model of school-enterprise cooperation is no longer able to meet the demands for high-quality talent cultivation and industry development. In order to cultivate high-caliber talents with innovative capabilities, practical skills, and professional ethics, and to promote industrial upgrading and technological innovation, there is an urgent need to systematically upgrade the model of school-enterprise cooperation (as shown in Figure 1), build a mechanism for deep integration and collaborative education between schools and enterprises, and achieve a profound integration of education and industry.

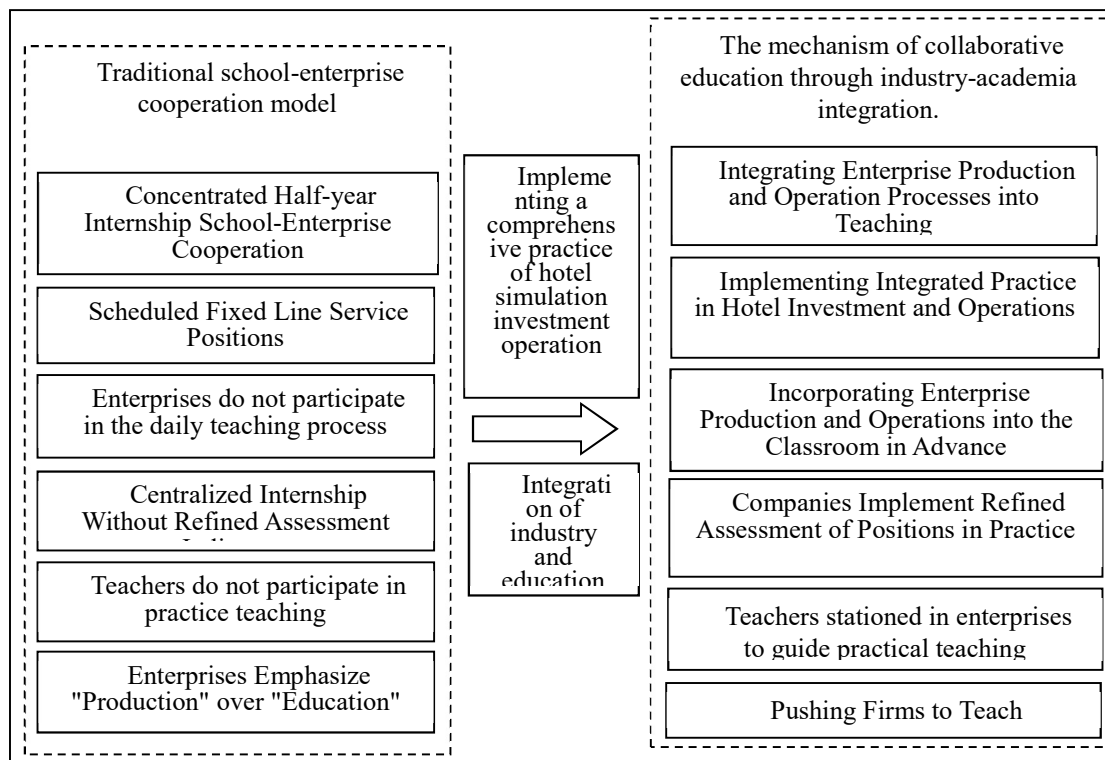


Figure 1. Diagram of the Construction of a Collaborative Education Mechanism for Deep Integration of University and Enterprise

4.1. Upgrading from Centralized Half-year Internship to Integrating Enterprise Production and Operation Process into Teaching

In the traditional school-enterprise cooperation model, internships are often limited to half a year, with monotonous content that struggles to fully integrate students into the enterprise's production and operation process. To address this issue, we should incorporate the enterprise's production and operation process into daily teaching activities. Specifically, this can be achieved by co-developing courses with enterprises and jointly establishing training bases, allowing students to be exposed to the actual operations of enterprises in the classroom, understanding the business processes and market demands of enterprises. Additionally, inviting

enterprise experts to teach on campus to share cutting-edge industry knowledge and practical experience can enhance students' professional awareness and practical abilities. This upgrade can not only improve the practicality and specificity of teaching but also better equip students to meet the needs of future career development.

4.2. From Fixed One-line Service Posts to Carrying Out Comprehensive Practice of Hotel Investment Operation

The fixed front-line service positions in traditional school-enterprise cooperation modes limit students' career development prospects. To address this issue, we should promote the transformation of internship positions towards higher-level comprehensive practices. For example, we can collaborate with enterprises to carry out hotel investment

operation comprehensive practice projects, allowing students to participate in the entire process of hotel planning, design, and operation, and understand the overall operation mode and business process of the hotel industry. This practice not only enhances students' professional skills and comprehensive qualities but also cultivates their innovative thinking and teamwork abilities. Moreover, by participating in actual projects, students can accumulate valuable practical experience, laying a solid foundation for their future career development.

4.3. Upgrading from Never Participating in Daily Teaching Process to Advanced Integration into Classroom by Enterprise Production and Operation Management

In the traditional model of school-enterprise cooperation, enterprises often do not participate in the daily teaching process at schools, resulting in a disconnect between the teaching content and the actual needs of the industry. In order to address this issue, efforts should be made to integrate enterprise production and operations into the classroom in advance. Specifically, this can be achieved by collaborating with enterprises to develop teaching resources and jointly establishing training bases, thereby incorporating the actual needs and technical standards of enterprises into classroom instruction. Additionally, inviting enterprise experts to participate in teaching design and evaluation can ensure that the teaching content closely aligns with industry requirements. This upgrade will not only enhance the practicality and specificity of teaching but also enable students to better understand industry development trends and market demands, preparing them for their future career development.

4.4. Upgrading from Centralized Internships Without Refined Assessment Indicators to Enterprise Practices with Refined Job Assessment

The concentrated internships in the traditional school-enterprise cooperation model often lack specific and detailed assessment indicators, making it difficult to evaluate the quality of internships. To address this issue, we should promote the implementation of detailed job assessments in enterprise practice. Specifically, based on the characteristics and requirements of different positions, we can formulate specific assessment indicators and scoring criteria to objectively and comprehensively evaluate students' performance during internships. At the same time, the assessment results can be used as an important basis for students' academic performance and job recommendations, motivating students to actively participate in internships and strive to improve their practical abilities. This upgrade will not only improve the quality and effectiveness of internships but also gain more recognition and support from enterprises for the school's internship work.

4.5. From Teachers Not Participating in Practical Teaching to Teachers Stationed in Enterprises to Guide Practical Teaching

In the traditional university-enterprise cooperation model, teachers often do not participate in the internship teaching process, resulting in a lack of effective guidance and support for students during their internships. To address this issue, we should promote the practice of teachers stationed in

enterprises to guide practical teaching. Specifically, we can select teachers with rich practical experience and professional competence to serve as instructors in enterprise internship bases, responsible for guiding students' studies, work, and life during their internships. Additionally, we can encourage teachers to collaborate with enterprise experts on scientific research projects and teaching reform projects, promoting the deep integration of industry, academia, and research. This upgrade can not only improve the quality and effectiveness of students' internships but also strengthen the cooperation and communication between universities and enterprises, promoting their joint development.

4.6. From the Enterprise's Emphasis on "Production" over "Education" to Promoting the Upgrading of Enterprises Taking Responsibility for Education

In the traditional university-enterprise cooperation model, enterprises often pay more attention to their own production efficiency and economic benefits, neglecting the education and cultivation of students. To address this issue, we should promote enterprises to take on more teaching responsibilities. Specifically, through policy guidance, financial support, and other means, enterprises can be encouraged to actively participate in school teaching activities and jointly undertake the task of talent cultivation. At the same time, a long-term mechanism for university-enterprise cooperation can be established to clarify the rights and obligations of both parties in talent cultivation, ensuring the stability and sustainability of university-enterprise cooperation. This upgrade can not only enhance students' practical abilities and comprehensive qualities but also increase the social responsibility and competitiveness of enterprises.

By constructing a deeply integrated collaborative education mechanism between universities and enterprises, the deep integration of education and industry can be achieved, promoting their joint development, and providing strong support for training high-quality applied talents.

5. Research Conclusion

Based on a thorough analysis of the current state of school-enterprise cooperation in higher vocational education, this paper addresses the issues existing in traditional school-enterprise cooperation models and proposes strategies for constructing a deeply integrated school-enterprise collaborative education mechanism, aiming to enhance the quality of talent cultivation and meet the demands of industry development. Through a comprehensive review of literature on school-enterprise collaborative education models, the integration of industry and education in higher education institutions' tourism management majors, and an analysis of the current issues in school-enterprise cooperation in higher vocational education, this study draws the following conclusions:

The construction of a deeply integrated school-enterprise collaborative education mechanism is key to promoting the in-depth development and innovation of industry-education integration. Traditional school-enterprise cooperation models, such as simple concentrated internships, fixed frontline service position internships, and enterprises not participating in the daily teaching process, have many drawbacks. These limit students' career development perspectives, lead to a disconnect between teaching content and actual industry

needs, and make it difficult to assess the quality of internships. Therefore, there is an urgent need to systematically upgrade the school-enterprise cooperation model and build a deeply integrated school-enterprise collaborative education mechanism to achieve a deep integration of education and industry.

In the process of constructing a deeply integrated mechanism for school-enterprise collaboration in education, the production and operation processes of enterprises should be integrated into daily teaching. By cooperating with enterprises to develop courses and jointly building training bases, students can be exposed to the actual operations of enterprises in the classroom, enhancing the practicality and specificity of teaching. At the same time, efforts should be made to elevate internship positions to a higher level of comprehensive practice, such as launching hotel investment and operations comprehensive practice projects, allowing students to participate in the entire process of hotel planning, design, and operations, gaining valuable practical experience. Furthermore, there should be an effort to integrate enterprise production and operations into the classroom in advance, inviting enterprise experts to participate in teaching design and evaluation, ensuring that the content of teaching is closely aligned with industry needs.

In the aspect of internship assessment, it is suggested to implement detailed position-based assessment. According to the characteristics and requirements of different positions, specific assessment indicators and scoring criteria should be formulated to objectively and comprehensively evaluate students' performance during their internships. At the same time, efforts should be made to encourage teachers to station in enterprises for practical teaching guidance. Teachers with rich practical experience and professional competence should be selected to serve as mentors in enterprise internship bases, responsible for guiding students' studies, work, and life during their internships. These measures can enhance the quality and effectiveness of students' internships, and strengthen the cooperation and communication between schools and enterprises.

Finally, enterprises should be encouraged to take on more teaching responsibilities. Through policy guidance and financial support, businesses are incentivized to actively participate in school teaching activities, jointly undertaking the task of talent cultivation. A long-term mechanism for school-enterprise cooperation should be established, clarifying the rights and obligations of both parties in talent development, ensuring the stability and sustainability of school-enterprise collaboration. This will help enhance students' practical abilities and comprehensive qualities, and strengthen the social responsibility and competitiveness of enterprises.

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